

NEW FAIRFIELD PUBLIC SCHOOLS

GRADUATION PERFORMANCE STANDARDS

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GRADUATION PERFORMANCE STANDARDS

Introduction

In order to graduate from New Fairfield High School a student must earn a minimum of 23 credits and must have met the credit distribution requirements. Beginning with the class of 2006, students must also meet four performance standards: Communications, Mathematics, Science, and Technology. In addition, a performance standard in Life Skills is under consideration for future classes. These five standards define the areas of literacy that the New Fairfield Public School District feels that all students should know and be able to do.

Credit Distribution Requirement:

- English – 4 credits
- Mathematics – 3 credits
- Social Studies – 3 credits
- Science – 3 credits
- Health /Physical Education – 2 credits
- World Language – 1 credit
- School and Community - .5 credit
- Word Processing - .5 credit
- Fine/Applied Arts – 2 credits
- Electives – 4 credits

District's Performance Standards

Communications

Definition:

Students should be able to communicate effectively in a variety of ways, both verbally and in writing. As part of this goal, students must demonstrate proficiency at reading a variety of materials and responding appropriately. This may include making connections between a variety of sources, using problem-solving strategies, and interpreting and evaluating information.

Objectives: The student will be able to:

- communicate effectively, both verbally and in writing, using the Writing Process Model.
- read a variety of materials and respond appropriately.
- make connections between a variety of sources, using problem-solving strategies.
- interpret and evaluate information.

Assessment:

Students will take the Connecticut Academic Performance Test (CAPT) and receive a score on both the Response to Literature and Writing Across Disciplines sections that indicate their competency. If students do not meet mastery level in 10th grade or proficiency level in 11th grade in either of these two sections, they must create a piece of writing that follows the Writing Process Model and produce a publishable, superior product. This writing sample will then be

evaluated using a standard assessment list developed by the English/Language Arts and Social Studies departments. Students may bring in a piece of writing from any subject area that they feel meets this criterion.

Implementation:

Students will have numerous opportunities in all English/Language Arts and Social Studies classes to produce writing samples using the Writing Process Model.

Remediation:

There are two forms of remediation available. The first form would be practice and review by Grade 11 students as part of the regular classroom experience. The second avenue for students needing remediation is targeted for Grade 12 students. These pupils have a number of sources of assistance available to them as they identify or develop a writing sample. For assistance, students may go to the Writing Lab, National Honor Society Tutorial Service, Directed Study Program, and/or one-on-one consultation with a classroom teacher in English/Language Arts and Social Studies.

Mathematics

Definition:

Students should become mathematical problem solvers, learn to communicate mathematically, learn to reason mathematically, learn to value mathematics, and become confident in their ability to do mathematics. While it is still important for students to be able to calculate and manipulate mathematical symbols, the focus is on technology and application of knowledge and skills.

Objectives: The student will be able to:

- apply a range of numerical, algebraic, geometric, and statistical concepts and skills.
- formulate, analyze, and solve real world problems.

Assessment:

- A student will score in the fourth level meeting goal on the Math portion of the CAPT as a tenth grader.
- If a student does not meet goal of the Math portion of the CAPT as a tenth grader, he/she must retake it as an eleventh grader and score in the third (proficiency) or fourth level meeting proficiency.
- A student will achieve a "C" average in three math courses required for graduation.
- If the student does not achieve the above criteria, then as a senior, he/she will do a performance-based learning assessment demonstrating the above skills.

Implementation:

Students will have numerous opportunities in all mathematics classes to complete performance-based learning assessment activities.

Remediation:

Students in need of completing a performance-based learning assessment to meet the standard will be notified at the end of their junior year. As seniors, they will be given a performance based learning assessment and a pass to Math Lab to work on this assignment with a mathematics teacher. Their work will be monitored regularly.

Science

Definition:

To meet graduation requirements in science, the student will be able to master scientific methodology as a basis of inquiry for all problem solving and decision making challenges.

Objectives: The student will be able to:

- define a problem and identify dependent and independent variables.
- form a hypothesis after gathering information about the problem.
- design an experiment.
- collect data through quantitative and qualitative observation.
- use the data to support or disprove the hypothesis.
- use technology to present the data in accordance with meeting the district technology standard.

Assessment:

Students will take the Connecticut Academic Performance Test (CAPT) and receive a score on the Science section that indicates their competency. If students do not meet mastery level in 10th grade or proficiency level in 11th grade, they must meet one of the following criteria for the standard:

- Achieve a “C” average in three science courses required for graduation.
- Perform a Science Horizons task.
- Complete a SPLAT activity.

A SPLAT (Science Performance Learning and Assessment Task) activity will demonstrate that the student can apply the scientific method. It will be assessed using the CAPT Scoring Rubric. The student will present their data (verbally as well as with visual technology) in a science class where appropriate or in front of a panel of three science teachers. Student may select a project previously completed in 9th, 10th, or 11th grade to be assessed in lieu of SPLAT activity with approval from the science committee.

Implementation:

Students will have numerous opportunities in all science activities to complete projects using the scientific method that could be assessed as a SPLAT activity.

Remediation:

It is strongly recommended that students who are working on the SPLAT requirement take a fourth year of science in order to work with a science teacher for help with the SPLAT requirement. Students producing a SPLAT will utilize the Science Lab in order to gain mentoring in the implementation of their project.

Technology

Definition:

Students should be able to analyze, synthesize, and evaluate situations at home, school, or work and apply technology to complete tasks efficiently and effectively. Students should identify capabilities and limitations of technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. They also must use technology tools and resources for managing and communicating personal/professional information. Finally, students will select and apply technology for research, information analysis, problem solving, and decision-making in content learning.

Objectives: Students will be able to:

- operate a personal computer.
- develop touch-keyboarding skills at acceptable speed and accuracy levels (Minimum—3-minute timing at 30 WPM with 3 errors).
- use word processing software to create, modify, store, retrieve, and print documents.

- use specialized software.
- apply computers to a job task.

Assessment:

- Students could meet the first three objectives by successfully completing the Word Processing course they currently take as freshmen.
- To meet the last two objectives, a sample rubric is available that could be modified for each discipline.

Implementation:

The Word Processing course is already in the New Fairfield High School Program of Studies. All freshmen are currently required to take the course or test out of it. Implementation of technology standards in other courses is pending the results of the technology survey.

Remediation:

Depending on the technology application, students may receive assistance in any one of their courses. Students may also go to the Writing Lab, Math Lab, Science Lab, National Honor Society Tutorial Service, and/or a one-on-one consultation with a classroom teacher.

Special Circumstances

- Transfer students – Consideration will be given to a student who transfers into New Fairfield after the first three years of high school.
- Special Education students – The IEP will outline the expected performance standards for a student in special education.
- 504 students – Consideration will be given to modifications provided by the 504.

Notification:

Of teachers: At the end of each school year, the Guidance Department will provide a list of the juniors who have not met a standardized goal. This list will be sent to Department Heads of each specific subject area. Teachers will be notified of the results of the junior CAPT scores as soon as the school receives them.

Of students: At the end of the year, the Guidance Department will notify all juniors who did not meet the CAPT goal, and their parent(s)/guardian(s), to remind them of the performance standards for graduation. At the beginning of each school year, the Guidance Department will notify seniors as to his/her status relative to the performance standard requirements for graduation. They will include the options available for the student. Successful completion of a performance standard will be included on the final report period of the junior year or on the first report period it is met in the senior year.

Of parent/guardian(s): At the beginning of each school year, the Guidance Department will notify, in writing, the parent(s)/guardian(s) of any senior who has not yet met one or more of the performance standards for graduation. Successful completion of a performance standard will be included on the final report period of the junior year or the first report period it is met in the senior year.

Appeals

- Students should submit their appeal to the principal within 20 days of receiving their score. The appeal should include the rubric along with a statement explaining why the student feels the score is incorrect. An independent assessor will score the performance standard anonymously.
- The Assistant Superintendent or his/her designee will name the independent assessor.
- The outcome of this assessment will be sent to the principal who will share this information with the student and parent(s)/guardian(s).